

# I am a St. Wilfrid's Writer Assessment

## Autumn Term – Year 4 Emerging

### Handwriting

Understand which letters, when adjacent to one another, are best left unjoined.

### Planning, composition and editing

Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.

Use individual story map to plan the order of a story.

Plan the order of the writing, begin to understand the importance of cohesion and make notes under appropriate sections.

Decide appropriate paragraph breaks for work.

### Grammar and Punctuation

Use expanded noun phrases with modifiers.

Use ambitious adjectives to enhance the nouns in the writing.

Choose the most appropriate nouns and pronouns.

Choose the most appropriate verbs to accurately describe to the reader what is being described.

Use a simile as a sentence opener.

Use show don't tell to describe how a character is feeling.

Short sentences to move events on quickly in a story.

Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence.

Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor).

Use prepositions as fronted adverbials and include an adjective to give the reader more information.

Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.

Use an apostrophe for plural possession with regular plurals.

Know the difference between the plural and possessive 's'.

Use a comma after a fronted adverbial.

Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement.

Identify the difference between simple past and simple present tense.

Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).

Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.

### Spellings

accident	accidentally	believe	bicycle	business	caught	centre
century	certain	circle	difficult	disappear	eight	eighth
enough	experience	famous	favourite	grammar	guard	guide
height	knowledge	length	library	material	medicine	mention
minute	naughty	notice	occasion	occasionally	opposite	ordinary
particular	peculiar	position	possess	possession	potatoes	pressure
probably	purpose	sentence	separate	special	strength	suppose

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	therefore	though	although	thought	through	various	weight	
	woman	women						
	Suffix '-ly' added to words ending in 'y', (happily, angrily, prettily, lazily, hungrily, windily, readily, heavily, emptily)							
	suffix 'ly' to words ending in 'le' (gently, simply, humbly, nobly)							
Page 1	suffix 'ly' to 'ic' words (basically, frantically, dramatically)							
2	Homophones (peace/piece, main/ mane, fair/fare, scene/seen, mail/male, bawl/ball)							

## Spring Term – Year 4 Developing

### Handwriting

Use a consistent and efficient style of handwriting

### Planning, composition and editing

Retrieve information in note form from a non-fiction text and begin to group similar information using appropriate subheadings.

### Grammar and Punctuation

Use simple sentences for dramatic effect and know when to expand using conjunctions to create compound and complex sentences.

Use more interesting metaphors to describe things in my writing.

Use adverbs to show cause.

Expand some sentences using subordinate clauses to give more detail about an event, and also leave some short for effect in narrative writing.

I can explain how to use Present Perfect Tense and use irregular verbs.

### Spelling

Words ending /ʒə / sure (measure, treasure, pleasure, enclosure)

Words endings sounding like /tʃe/ 'ture' endings (creature, furniture, picture, nature, adventure)

Endings that sound like /ʒən/ spelt, '-sion', (collision, confusion, division, invasion, decision, television)

Endings that sound like /ʃən/ spelt '-tion' (invention, injection, action, hesitation, completion, fiction, fraction, direction, attention, reduction)

Endings that sound like /ʃən/ spelt -sion (expansion, extension, comprehension, tension.

Endings that sound like /ʃən/ spelt '-ssion (profession, session, percussion, discussion, oppression, passion, mission, possession)

Endings that sound like /ʃən/ spelt '-cian', (musician, electrician, magician, politician, mathematician, optician, physician)

suffix 'ation' (information, adoration, sensation, preparation, admiration)

Words with the /s/ sound spelt 'sc' (Latin in origin) (science, scene, discipline, fascinate, crescent).

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## Summer Term – Year 4 Secure

### Handwriting

Use a fluent, consistent style and write at speed

### Planning, composition and editing

Correct, edit and improve writing.

Propose grammatical changes to improve writing.

### Grammar and Punctuation

Beginning to use personification to describe things in my writing.

Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).

Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.

Understand the difference between the use of conjunctions, adverbs and prepositions and can explain this.

### Spellings

prefix in- (inactive, indecent, incapable, inconvenient, inattentive, incredible, inverted, inaccurate).

prefix il- (illegal, illiterate, illegible)

prefix im- (immature, immobile, impractical, impossible, improper, improbable, impatient, impolite)

Prefix ir- (irregular, irrelevant, irresponsible)

prefix inter- (interact, interfere, international)

Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') (forgetting, forgotten, beginning, beginner, preferred, gardening, gardener, limiting, limited, limitation).

Suffix '-ous' (poisonous, dangerous, mountainous, famous, various)

suffix 'ous' (words ending in 'our' - humorous, glamorous, vigorous)

suffix 'ous' (words ending in 'ge' - courageous, outrageous)

suffix 'ous' words ending in an 'e' sound. (serious, obvious, curious, hideous, spontaneous, courteous)

Converting nouns or adjectives into verbs using suffixes

-ate (pollinate, medicate)

-ise (apologise, standardise)

-ify (notify, purify)

Verb prefixes (over- and re)

-mis (misbehave, misfire, miscalculate, misread)

-dis (disappear, disarm, disagree)

-de (deform, decode, deflate)

-re (bound, recycle, replace, rewrite)

-over (overanxious, overload, overheard, oversized)